



# ASBCS ACADEMIC PERFORMANCE FRAMEWORK: IMPACT OF CHANGING SMALL SCHOOLS DEFINITION AND POOLING METHODOLOGY



- Identifying Key Differences
  - Definition of Small vs Traditional
  - Pooling Methodology
- Impact of Proposed Changes on ASBCS Framework Overall Ratings



Defining and Identifying Key Differences Between the Original Approach  
and the Proposed Approach

# DEFINITIONS AND DIFFERENCES

# Key Differences



2012 Method – Used in A-F Letter Grades & ASBCS Framework

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Proposed Method – Used in 2013 A-F Letter Grades

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What is a small school?

Fewer than 100 students  
-FAY & non-FAY  
-in all grades (not just tested grades)  
-enrolled on the first day of the AIMSelementary spring testing window

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Fewer than 30 test records  
-in math or reading  
-from current year FAY students

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How are data pooled for small schools?

Pooled data from students who were FAY in the current year, and pooled data from prior years when the student was enrolled in the same school

Pool data on FAY students from each of the past 3 years



## Where is Data Pooled in ASBCS Small Schools Academic Framework Methodology?

Indicator	ASBCS Small Schools (2012)
1: Growth	Pool 3 years
1.a- SGP of All Students	
1.b- SGP of Bottom 25%	
2: Proficiency	Pool 3 years
2.a- Proficiency	
2.b- Composite School Comparison	
2.c- Subgroup Proficiency	
3: State Accountability	Uses "small school" A-F Letter Grade
4: Post-Secondary Readiness	Not Pooled



Measuring Impact on the Framework

**HOW WOULD THESE CHANGES  
AFFECT SCHOOLS RATINGS?**

# Impact Questions



How would the proposed changes affect ASBCS performance framework ratings?

## Two Impacts

1. Redefining “Small School”
2. Small Schools using Different Pooling

# Impact of Redefining “Small School”



How many charter schools would change school type, if we changed the definition?

		Original School Type		
		Small	Traditional	Total
Proposed School Type	Small	27	1	28
	Traditional	73	265	338
	Total	100	266	366*

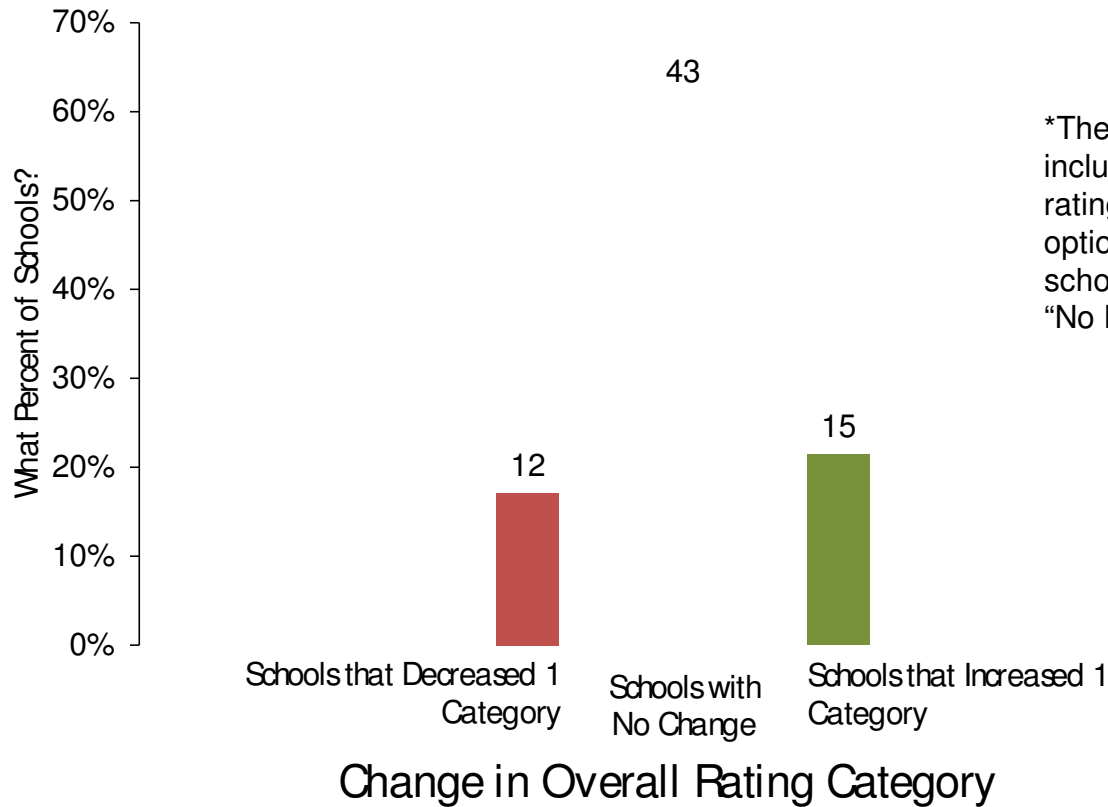
\*This total does not include Arizona Online Instruction schools or Alternative schools



# Change in Definition of Small School: Impact on Overall Performance Rating



How would changing the Definition of Small Schools impact schools' ASBCS Academic Framework Overall Rating?



\*These counts only include schools with a rating under both options. Of the 73 schools, 3 received "No Rating"

# Change in Definition of Small School: Impact on Overall Performance Rating



At which Performance Rating would these changes have occurred?

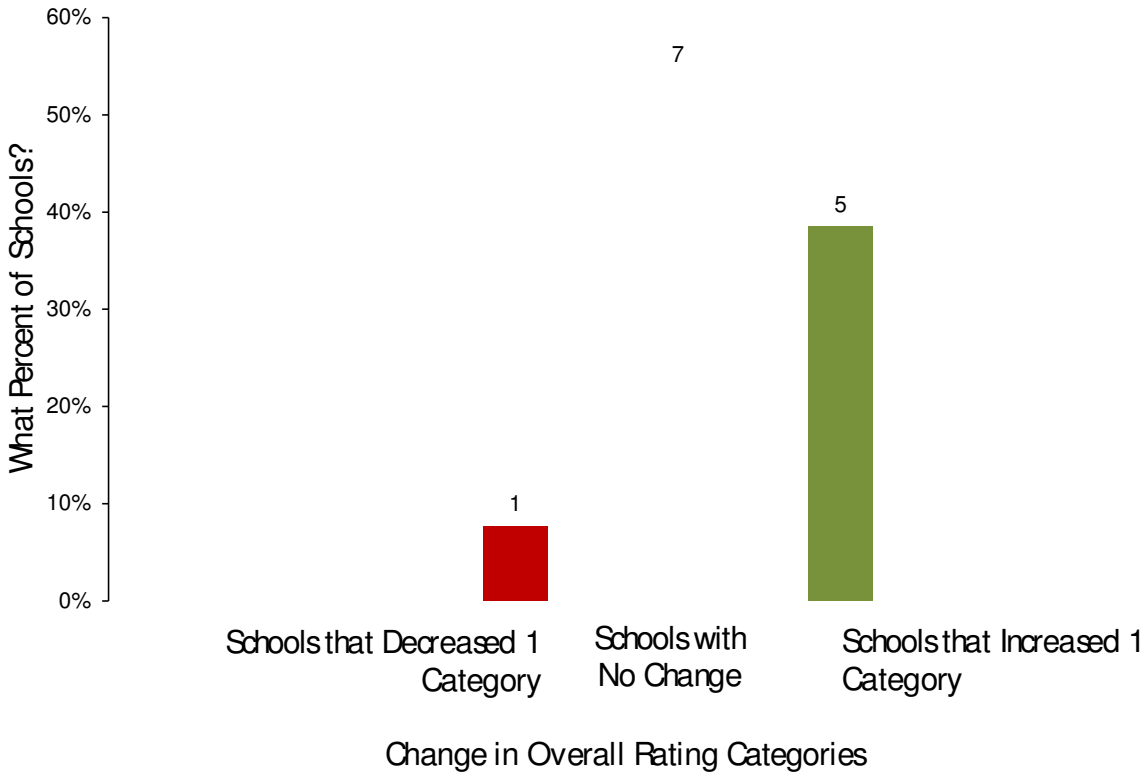
Impact Rating (Traditional School Model)	Original Rating (Small School Model)				Total
	Exceeds Standard	Meets Standard	Does Not Meet Standard	FFB	
Exceeds	0	2	0	0	2
Meets	1	14	4	0	19
DNM	0	5	22	6	33
FFB	0	0	9	7	16
Total	1	21	35	13	70*

\*These counts only include schools with a rating under both options. Of the 73 schools, 3 received "No Rating"

# Change in Pooling Method for Small Schools: Impact on Overall Performance Rating



How would a change in the Pooling Method for Small Schools impact schools' ASBCS Academic Framework Overall Rating?



\*Note: These counts only include schools with a rating. Of the 27 small schools, 14 received "No Rating"

# Change in Pooling Method for Small Schools: Impact on Overall Performance Rating



At which Performance Rating would these changes have occurred?

Impact Rating (Proposed Pooling)	Original Rating (Original Pooling)				Total
	Exceeds Standard	Meets Standard	Does Not Meet Standard	FFB	
Exceeds	0	1	0	0	1
Meets	1	4	2	0	7
DNM	0	0	3	2	5
FFB	0	0	0	0	0
Total	1	5	5	2	13*

\*These counts only include schools with a rating under both options. Of the 27 small schools, 14 received "No Rating"

# Summary



- Of the schools who would have been affected by either proposed change, approximately 16% would have a different Overall Rating
- Impact on individual measures (e.g. “1.b, Math”) that are pooled
  - Approximately 25% of schools had at least one rating affected
- Because the individual measures are weighted and summed, an impact in one measure does not necessarily affect the Overall Rating



# Thank you

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